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ABSTRACT

The mission of the National Writing Project (NWP) is to improve writing and learning in the nation's schools. Through its professional development model, the National Writing Project recognizes the primary importance of teacher knowledge, expertise, and leadership. Through its extensive network of teachers, the NWP seeks to promote exemplary instruction of writing in every classroom in America. The goals of the National Writing Project are to: improve student writing and learning in K-16 classrooms; extend the uses of writing in all disciplines; provide schools, colleges, and universities with an effective professional development model; and identify, celebrate, and enhance the professional role of successful classroom teachers. In 1999, the NWP grew to 167 sites across the country and expanded its reach to better serve more teachers in more places across the nation by improving the quality and increasing the number of programs. This annual report is divided into the following sections: From the Executive Director; Extending Our Reach--A Five-Year View; Building the Network; Expanding Our Programs; Succeeding with the Model; Supporting Local Site Innovation; Map of NWP Sites; Developing Teacher Leadership; Serving Teachers' Needs; Communicating in Print and Online; Marking the Impact of Our Work; Financial Statements; and Funders, Board, Senior Staff. (NKA)

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ED 461 871

National Writing Project

1999 Annual Report

CS 217 821

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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IMPROVING writing and learning in the nation's schools

The mission of the National Writing Project is to improve writing and learning in the nation's schools. Through its professional development model, the National Writing Project recognizes the primary importance of teacher knowledge, expertise, and leadership.

The National Writing Project believes that access to high-quality educational experiences is a basic right of all learners and a cornerstone of equity. Through its extensive network of teachers, the National Writing Project seeks to promote exemplary instruction of writing in every classroom in America.

The National Writing Project values diversity—our own as well as that of our students, their families, and their communities. We recognize that our lives and practices are enriched when those with whom we interact represent diversities of race, gender, class, ethnicity, and language.

The goals of the National Writing project are:

- to improve student writing and learning in K-16 classrooms;
- to extend the uses of writing in all disciplines;
- to provide schools, colleges, and universities with an effective professional development model;
- to identify, celebrate, and enhance the professional role of successful classroom teachers.

National Writing Project 1999 Annual Report

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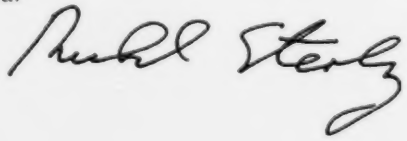
Richard Sterling
NWP Executive Director

FROM the Executive Director

This annual report marks the end of a five-year period during which the National Writing Project made a special effort to increase the amount, quality, and impact of our programs. I am happy to report that we have provided programs for more than 100,000 teachers each year at a cost to the Federal government of less than $1 per hour per person. We have extended our reach through privately funded programs such as Project Outreach and Focus on Standards, whose work is cited in this report. NWP has responded to particular reform issues in the country by supporting local site innovation, which ranges from early literacy programs for teachers of our youngest students to academic writing programs for teachers who are preparing students for college. Similarly, we have deepened our commitment to teachers of English language learners by establishing a special national network for them.

In 1999, the NWP grew to 167 sites across the country. One obvious reason for our growth is an increase in our Federal budget from $2.9 million to $7 million. This increase has allowed us to add new sites to our network and to provide direct assistance to help sites meet their goals. In addition, we have been able to offer teachers and directors opportunities to meet beyond the boundaries of their local areas and to conduct research studies. We also have expanded our efforts to communicate with teachers and schools by creating more publications, distributing our journal and newsletter to a wider audience, and developing a significant presence on the Web. In short, we have extended our reach to better serve more teachers in more places across the nation by improving the quality and increasing the number of our programs.

Over the last five years, NWP has made access our greatest priority. For only when we reach teachers and children who are traditionally neglected, when we locate programs and resources in areas of poverty, and when we reach the most remote corners of our country, can the promise of the National Writing Project be realized.



EXTENDING our reach—a five-year view

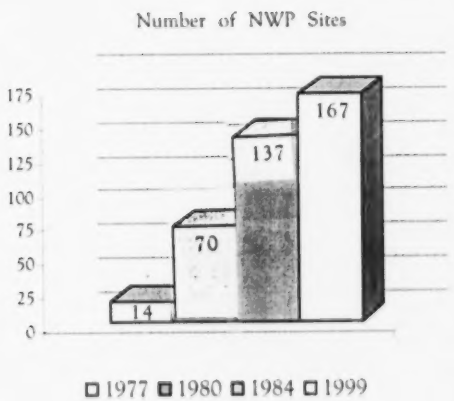
For too many teachers, the lack of sustained professional development opportunities limits their access to the most up-to-date information about research and practice—information that would make all the difference to their students' achievement. For the past five years, the National Writing Project has made these teachers a priority. By investing in three strategies—developing new sites, creating new pathways for teacher and school participation, and supporting new local outreach—the NWP has reached more members of the teaching community than ever before.

As the only national network to focus on writing and in particular, on writing as key to improved literacy and learning, the NWP has served more than 2 million teachers since its beginning in 1974. One result of the NWP concentrated effort to reach a previously underserved group of teachers is its presence in 49 states.

NWP Basic Assumption:

Writing is pivotal to learning, academic achievement, and job success.

BUILDING the network



From the beginning, the goal has been to have a writing project site within reach of every teacher in the nation—a goal now attainable because of increasing Federal funding. Expansion means more than new sites, however. Expansion is also the effort of every local site, with the support of the national network, to make programs and services available to all schools and districts, especially those that have limited resources or access to professional development.

With support from the Annenberg Rural Challenge, for example, the NWP has strengthened its Rural Sites Network, increasing membership from 21 sites to 85 sites, sponsoring rural-focused institutes and community writing programs, and developing distance learning programs.

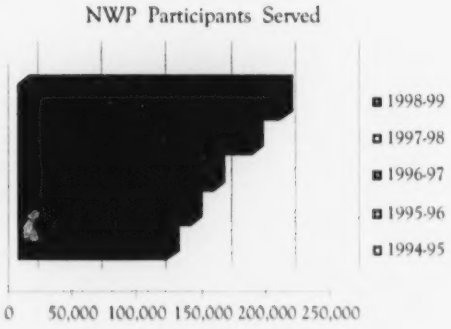
NWP Basic Assumption:

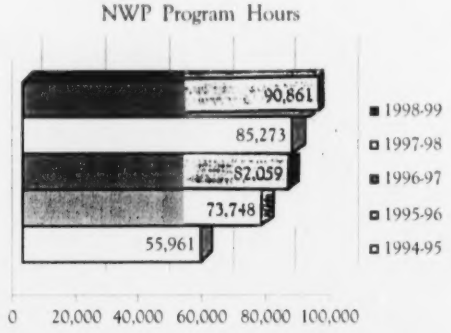
Writing instruction begins in kindergarten and continues through university.

EXPANDING our programs

The National Writing Project emphasis on inviting new and previously underserved communities into the network has produced results. Through its Project Outreach Network, NWP has redesigned the way it works with teachers in low-income districts. In one year alone, Project Outreach sites reached an additional 2,000 teachers, providing 26,793 hours of new programming in high-poverty districts.

In 1999, NWP offered more programs than ever before–4,600 of them–to more participants, over 200,000. While teachers are the primary participants, NWP now reaches a large number of administrators and parents. NWP has also created school and district partnerships as well as special programs, for example, Focus on Standards, funded by the Stuart Foundation, in order to tailor its professional development to particular environments and initiatives.





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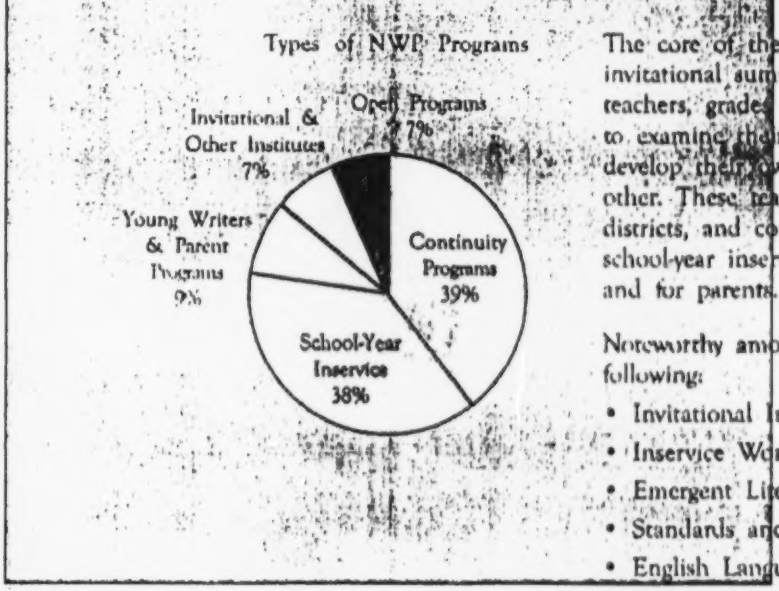
NWP Basic Assumption:

Universities and schools in collaboration can provide powerful programs for teachers.

SUCCEEDING with the model


Types of NWP Programs
Open Programs 7%
Invitational & Other Institutes 7%
Young Writers & Parent Programs 9%
Continuity Programs 39%
School-Year Inservice 38%

The core of the National Writing Project model is the invitational summer institute. For five weeks, exemplary teachers, grades K-16, come to their local site campuses to examine their classroom practice, conduct research, develop their own writing skills, and learn from each other. These teacher leaders return to their schools, districts, and communities to provide workshops and school-year inservice for other teachers, for students and for parents.

Noteworthy among NWP programs in 1999 are the following:

- Invitational Institutes
- Inservice Workshops
- Emergent Literacy Programs
- Standards and Assessment Workshops
- English Language Learners Programs
- Teacher Research Groups
- Writing Across the Curriculum Series
- New Teacher Support
- Parent Workshops
- Young Writers' Programs

NWP Basic Assumption:

Effective teachers of writing regularly write themselves.

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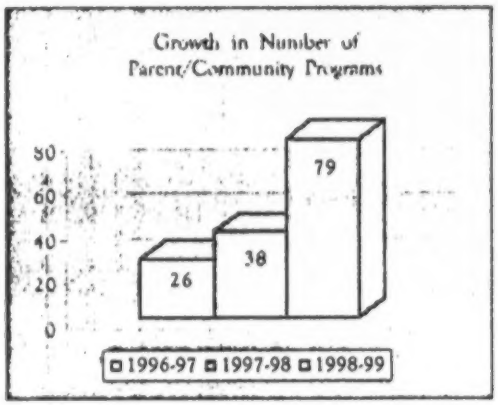
SUPPORTING local site innovation

In addition to the core programs that all sites offer, local sites also develop programs that address particular needs in their communities. The National Writing Project, in turn, disseminates these innovations so that others can design similar programs.

The Milwaukee Writing Project, for example, created a parent network in support of literacy, along with programs that connect parents with schools in mutually positive ways. Red Cedar Writing Project in East Lansing, Michigan, and Coastal Georgia Writing Project in Savannah are among the sites extending the Milwaukee program.

The Inland Area Writing Project at UC Riverside works with teachers in the Coachella Valley where the student population is primarily Latino. Every year in May, the site collaborates with the Palm Springs Museum to display student writing and art in an exhibit that brings families from the Valley into the museum for the first time to celebrate their children's achievements. Southcentral Pennsylvania Writing Project in Indiana, Pennsylvania, and the DC Area Writing Project in the nation's capital have begun similar museum projects.



NWP Basic Assumption:

Exemplary teachers make the best teachers of other teachers.

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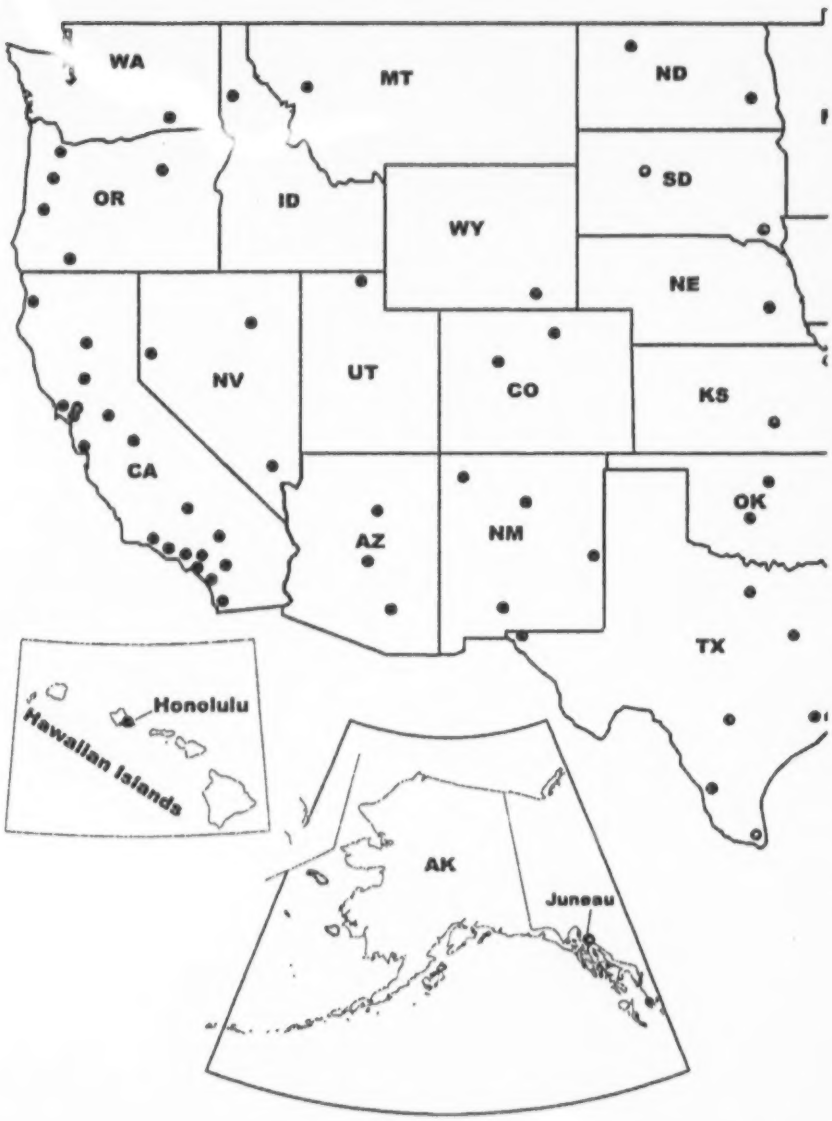
National Writing



Alabama:
- Jacksonville
- Mobile
- Normal
- Troy
- Tuscaloosa

Alaska:
- Juneau

Arizona:
- Flagstaff
- Tempe
- Tucson

Arkansas:
- Conway
- Fayetteville
- Little Rock
- Jonesboro

California:
- Arcata
- Bakersfield
- Berkeley
- Chico
- Davis
- Fresno
- Irvine
- Long Beach
- Los Angeles (2)
- Riverside
- San Diego
- San Jose
- Santa Barbara
- Santa Cruz
- Turlock

Colorado:
- Denver
- Greeley

Connecticut
- Stamford
- Storrs

Delaware
- Newark

District of Columbia

Florida:
- Orlando
- Jacksonville
- Tampa

Georgia:
- Americus
- Atlanta
- Kennesaw
- Savannah
- Valdosta

Hawaii:
- Honolulu

Idaho:
- Moscow

Illinois:
- Chicago
- Evanston
- Normal

Indiana:
- Hammond
- Indianapolis
- Muncie

Iowa:
- Cedar Rapids

Kansas:
- Wichita

Kentucky:
- Bowling Green
- Hazard
- Highland Heights
- Lexington
- Louisville
- Morehead
- Murray
- Richmond

Louisiana:
- Baton Rouge
- Hammond
- Lafayette
- Monroe
- New Orleans
- Shreveport

Maine:
- Orono

Maryland:
- Baltimore
- Salisbury

Massachusetts:
- Amherst
- Boston

Michigan:
- Ann Arbor
- Big Rapids
- East Lansing
- Kalamazoo
- Marquette
- Saginaw Valley
- Ypsilanti

Minnesota:
- Minneapolis

Mississippi:
- Cleveland
- Hattiesburg
- Itta Bena
- Jackson

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Project Network

Oklahoma:
- Norman
- Stillwater

Oregon:
- Ashland
- Eugene
- La Grande
- Portland
- Salem

Pennsylvania:
- Erie
- Fogelsville
- Indiana
- Middletown
- Philadelphia
- Pittsburgh
- West Chester

Puerto Rico:
- Santurce

Rhode Island:
- Providence

South Carolina:
- Charleston
- Columbia (3)
- Conway
- Florence
- Rock Hill
- Spartanburg

South Dakota:
- Rosebud
- Vermillion

Tennessee:
- Martin

Texas:
- Arlington
- Brownsville
- El Paso
- Houston
- Laredo
- San Marcos
- Texarkana

Utah:
- Logan

Vermont:
- Burlington

Virginia:
- Blacksburg
- Charlottesville
- Fairfax
- Norfolk
- Petersburg
- Richmond
- Williamsburg

Washington:
- Ellensburg
- Richland
- Seattle

West Virginia:
- Huntington
- Morgantown

Wisconsin:
- Oshkosh
- Stevens Point
- Milwaukee

Wyoming:
- Laramie

Lorman
Oxford
Starkville

Missouri:
- Columbia
- Kansas City
- St. Joseph
- St. Louis

Montana:
- Missoula

Nebraska:
- Lincoln

Nevada:
- Elko
- Las Vegas
- Reno

New Jersey:
- New Brunswick
- Lawrenceville

New Mexico:
- Albuquerque
- Gallup
- Las Cruces
- Portales

New York:
- Buffalo
- Long Island
- New York City
- New Paltz

North Carolina:
- Charlotte
- Cullowhee
- Greenville
- Raleigh
- Winston-Salem

North Dakota:
- Grand Forks
- Minot

Ohio:
- Kent
- Mansfield
- Oxford
- Toledo

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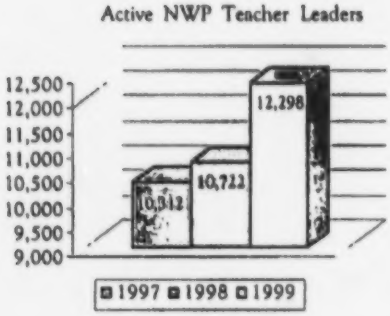
DEVELOPING teacher leadership



Over the last three years, the number of NWP teacher leaders across the country has grown nearly 20 percent. Since teacher leaders at each local site are the program planners and providers, as their ranks grow each year–both in numbers and in areas of expertise–NWP programs continue to expand.

NWP teacher leaders also meet a range of local demands, from working with underserved schools to supporting new or uncredentialed teachers. Teacher leaders give workshops on successful classroom practices, work in their colleagues' classrooms as coaches, and conduct research in their own classrooms. In short, they represent the highest standards in the teaching profession.

NWP Basic Assumption:

Teachers are the key to reform in education.

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SERVING teachers' needs

The National Writing Project has created a number of special-focus networks for teachers across the country who share similar challenges in their classrooms and communities. During the last five years, NWP has expanded its networks and established a new network for teachers of English Language Learners.

Urban Sites Network (nwp.berkeley.edu/networks/urban/urbansts.html)
The NWP Urban Sites Network, with teacher-members from 40 NWP sites, was established in 1988. The network includes teachers from the largest urban school districts in the nation including New York City, Los Angeles, Philadelphia and Chicago.

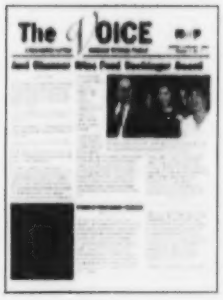
Rural Sites Network (nwp.berkeley.edu/networks/rural/ruralsts.html)
The NWP Rural Sites Network, now in its eighth year, includes teachers from 85 NWP sites. The network brings together teachers who work in rural communities in Alaska, Georgia, Idaho, Mississippi, Montana, South Carolina, Wyoming and 28 other states.

English Language Learners Network (nwp.berkeley.edu/networks/ELL/ell.html)
The NWP English Language Learners Network, just a year old, includes teachers from 36 sites across the country. The goal is to bring knowledge, awareness and advocacy of ELL issues to the forefront of the writing project's work in the teaching of writing.

NWP Basic Assumption:

Professional development begins when teachers enter teaching and continues throughout their careers.

COMMUNICATING in print and online



The National Writing Project communicates with teachers and site directors across the country through publications and online. Two periodicals, *The Quarterly* and *The Voice*, feature theory and practice, teacher research, and the latest NWP news and events. These journals also provide an opportunity for NWP teachers to publish their own professional writing for a national audience.

The NWP web site (nwp.berkeley.edu) offers information about national programs and initiatives, special-focus networks, and links to the homepages of NWP sites. An interactive feature of website, the NWP Summer E-Anthology is an online forum where summer institute participants publish their writing and participate in discussion groups around issues that affect their classroom practice.

The first NWP CD, Rural Voices Radio, will debut in May 2000. It features a series of half-hour radio programs highlighting teacher and student writing from rural communities in six states.

NWP Basic Assumption:

Writing is fundamental to learning in all subjects.

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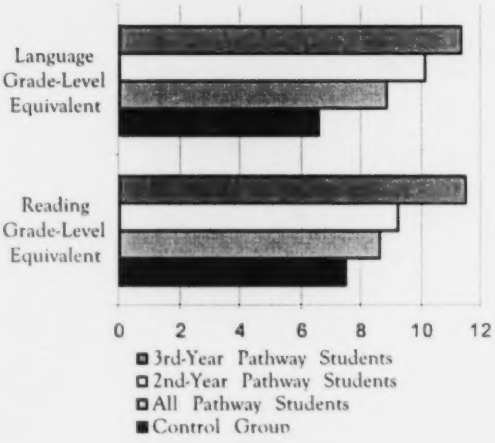
MARKING the impact of our work

The National Writing Project has published *Profiles*, a monograph of student achievement studies demonstrating the impact of its professional development activities. One of the studies, Pathway, is a four-year effort by the UCI Writing Project to improve the writing and reading of second language learners in traditionally low-performing middle and high schools in Santa Ana Unified School District. Among the results of this U.S. Department of Education-funded study:

- Pathway students gained more on annual writing assessments than students in comparable classrooms.
- 100 percent of Pathway 12th-graders graduated from high school.
- 96 percent of Pathway graduates went on to post-secondary education.
- Pathway students had fewer absences and higher grade point averages than comparable students.

SAT 9 Scores of 8th-Grade Pathway Students at McFadden Intermediate*



*McFadden Intermediate is in the Santa Ana Unified School District

NWP Basic Assumption:

Real change in classroom practice happens over time.

NATIONAL WRITING PROJECT STATEMENT OF FINANCIAL POSITION
September 30, 1999

ASSETS		
Cash and cash equivalents	$	889,975
Accounts receivable		9,608
Prepaid expenses		20,443
Furniture and equipment, net		74,641
Total assets	$	994,667
LIABILITIES		
Accounts payable	$	100,141
Accrued expense		63,500
Total liabilities	$	163,641
NET ASSETS		
Unrestricted	$	702,051
Temporarily restricted		128,975
	$	831,026
Total liabilities and net assets	$	994,667

NATIONAL WRITING PROJECT STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED SEPTEMBER 30, 1999

	Unrestricted	Temporarily Restricted	Total
REVENUES AND OTHER SUPPORT:			
Federal assistance	$ 4,754,000	-	$ 4,754,000
Contributions	34,900	368,638	403,538
Publications	23,553	-	23,553
Interest income	48,808	-	48,808
Net assets released from restrictions:			
Satisfaction of program restrictions	733,545	(733,545)	-
TOTAL REVENUES AND OTHER SUPPORT	$ 5,594,806	$ (364,907)	$ 5,229,899
EXPENSES:			
Program services			
Writing project developments	$ 5,052,078	-	$ 5,052,078
Supporting services			
Management and general	$ 491,036	-	$ 491,036
TOTAL EXPENSES	$ 5,543,114	-	$ 5,543,114
CHANGE IN ASSETS	$ 51,692	$ (364,907)	$ (313,215)
NET ASSETS AT BEGINNING OF YEAR	$ 650,359	$ 493,882	$ 1,144,241
NET ASSETS AT END OF YEAR	$ 702,051	$ 128,975	$ 831,026

NATIONAL WRITING PROJECT STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED SEPTEMBER 30, 1999

	Program Services	Management and General	Total
Site support grants	$ 3,306,014	-	$ 3,306,014
Personnel	645,993	287,540	933,533
Travel	236,151	3,529	239,680
Professional services	536,131	2,093	538,224
Conferences	248,197	-	248,197
Printing	26,019	11,136	37,155
Facility costs	-	41,463	41,463
Telephone	3,785	27,077	30,862
Publications	49,649	4,211	53,860
Supplies	139	51,156	51,295
Postage	-	23,587	23,587
Accounting	-	11,743	11,743
Equipment maintenance	-	3,243	3,243
Insurance	-	3,499	3,499
Miscellaneous	-	5,669	5,669
	$ 5,052,078	$ 475,946	$ 5,528,024
Depreciation expense	-	15,090	15,090
	$ 5,052,078	$ 491,036	$ 5,543,114

Independent Auditor's Statement

I have audited the accompanying statement of financial position of the National Writing Project (a California not-for-profit organization) as of September 30, 1999, and the related statements of activities, functional expenses and cash flows for the year then ended. These financial statements are the responsibility of the Organization's management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. I believe that my audit provides a reasonable basis for my opinion.

In my opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the National Writing Project as of September 30, 1999, and the changes in its net assets and its cash flows for the year then ended in conformity with generally accepted accounting principles.

In accordance with *Government Auditing Standards*, I have also issued a report dated January 31, 2000, on my consideration of the National Writing Project's internal control over financial reporting and my tests of its compliance with certain provisions of laws, regulations, contracts and grants.

My audit was performed for the purpose of forming an opinion on the basic financial statements of the National Writing Project taken as a whole. The accompanying schedule of expenditures of federal award is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in my opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

James G. Woo, CPA
January 31, 2000

Support for the National Writing Project is provided by a major grant from the U.S. Department of Education

Additional support is provided by:
Annenberg Rural Challenge
DeWitt Wallace–Reader's Digest Fund
Graduate School of Education, UC Berkeley
National Endowment for the Humanities
Stuart Foundation
and hundreds of individual sponsors.

National Writing Project Board of Directors

Daniel Boggan Jr., NWP Chairman and Senior Vice President, National Collegiate Athletic Association

Michele Drake, Manager, Corporate Personnel Communications, Avalon Technologies

Ricardo Fernández, President, Lehman College

Donald Gallehr, Director, Northern Virginia Writing Project

James Gray, Founder, National Writing Project

George P. Haley, Attorney, Pillsbury, Madison & Sutro LLP

Augusta Souza Kappner, President, The Bank Street College of Education

Donald McQuade, Vice Chancellor, University Relations, University of California, Berkeley

William Russell, Senior Development Officer, School of Education, and Senior Advisor to the Center for the Advancement of Ethics and Character, Boston University

Richard Sterling, Executive Director, National Writing Project

National Writing Project Senior Staff Members

Executive Director	Richard Sterling
Co-Directors	Judy Buchanan
	Elyse Eidman-Aadahl
	Mary Ann Smith
Finance Director	Michel Mathis
Director of Communications	Roxanne Barber
Associate and Field Directors	Joye Alberts
	Jayne Marlink
	Carol Tateishi

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Evaluating the National Writing Project

"Most professional development programs are based on the "large force over a short period of time" theory. The hope is that like hitting a nail with a hammer, applying a large force briefly will actually drive the nail. But the NWP has shown that the opposite may well be true in educational settings. It is the small but steady force that really makes a difference. Real educational improvement is cumulative in nature and requires the kind of steady consistent work that is exemplified by the work of the NWP sites."

Mark St. John, Ph.D.
Inverness Research Associates
March 2000

"Teachers, often complaining about professional development as a passive exercise to be endured, claim the opposite in the National Writing Project. They are actively involved in taking responsibility for their own learning and for the support and learning of their teaching colleagues. This dual set of purposes, perhaps more than any other, demonstrates the power of networks to engage teachers and to foster professionalism in the teaching community."

Ann Lieberman, Senior Scholar
Carnegie Foundation for the
Advancement of Teaching

"Project Outreach, like all of the National Writing Project's work, continues to affirm the value of teachers teaching teachers as a powerful reform strategy. Project Outreach further demonstrates the value of networking. Sharing ideas, resources, conversation and reflections were powerful professional development experiences for all involved with the Project Outreach work."

Donna Muncey, Ph.D.
Lead Evaluator, Project Outreach

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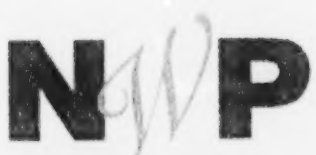

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